

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 3/I Am An Author! Using Mentor Texts to Write Personal Narratives

Course Code: ELA

COURSE INTRODUCTION:

Third grade students will be confident and fluent readers who make meaning of what they read. They will be able to problem solve in unfamiliar texts and read with expression. They will acquire and use grade-appropriate conversational, general academic and domain-specific words. They will read and write on a range of topics and in a variety of genres. Students will engage in the writing process to produce finished pieces with emphasis on communicating a clear and concise message while integrating craft and conventions. They will participate in collaborative discussions, conduct basic research utilizing technology and present on topics supported by evidence.

In this document, teaching structures such as interactive writing, reading workshop, Socratic Seminar, etc. are highlighted in blue and linked directly to the State Literacy Plan in order to provide a more in-depth explanation.

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<p>UNIT DESCRIPTION:</p> <p>I Am An Author! Using Mentor Texts to Write Personal Narratives</p> <p>This unit is written through the structure of Writer’s Workshop which consists of six parts (Gathering Ideas, Developing the Idea, Drafting, Revising, Editing, Sharing). The use of Mentor Texts are immersed throughout the unit to return to again and again to learn how to do what students may not yet be able to do on their own. Writer’s Workshop follows the structure of mini-lessons/modeling, independent writing/confering, and sharing. The teacher models the skill before the students “have-a-go” with the concept. The students’ published work will be celebrated through a Writer’s Museum and through an audio recording on the last day of the unit.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>	<p>SUGGESTED UNIT TIMELINE:</p> <p>CLASS PERIOD (min.): 4 weeks</p> <p>Daily Writing Block (60 min.)</p> <p>Writer’s Workshop Structure: Mini-lesson/Modeling 10-15 minutes Independent Writing/Confering 40 minutes Sharing 5-10 minutes</p> <p>Daily Read Aloud (exploration of Memoirs/Personal Narratives) several opportunities throughout the day.</p>
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none">1. How is reading quality literature helpful to me as a writer?2. What strategies do good writers use to write narratives?3. How can being an active participant in peer/teacher/group confering help me as a writer?	

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ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. With peer/adult help, the student will use personal narrative writing to plan, write using grade appropriate effective techniques and share experiences with an audience through an audio recording with visual displays.		W.3.A.3.a W.2.A.3.a W.2.A.3.b W.2.C.3.a W.2.D.3 W.1.A.3.a W.1.A.3.b W.1.A.3.c W.1.A.3.d W.1.A.3.e	1.8 2.1 2.2	W.3.3.a W.3.3.b W.3.3.c W.3.3.d W.3.4 W.3.10 SL.3.5		3
2. When discussing mentor texts, the student will use terms (section, chapter) and describe how the author builds each event on the event before.		R.2.A.3.b	1.5 2.4 1.6	RL.3.5		2 3
3. The student will distinguish their own point of view from that of the narrator or those of the characters.		R.1.I.3.b R.2.C.3.g	1.5 1.6 1.9	RL.3.6		3
4. The student will actively participate through speaking and listening in all steps of the writer's workshop and in a variety of formats (teacher/student, peer/peer, small group, whole group).		L.1.B.3	1.5	SL.3.1.b SL.3.1.d		2 3

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5. With peer and adult help, revise and edit a narrative piece.		W.1.A.3.c W.1.A.3.d W.2.E.3.d W.2.C.3.b W.2.E.3.f W.2.E.3.e	1.8 2.1 2.2	W.3.5 L.3.1.a L.3.1.b L.3.1.c L.3.1.d L.3.1.e L.3.1.f L.3.1.g L.3.1.h L.3.1.i		1 2 3
6. The student will edit a piece of writing for standard grammar.		W.1.A.3.a W.2.E.3.d W.2.C.3.b W.2.E.3.e W.2.E.3.f	2.1 2.2	W.3.5 L.3.1.a L.3.1.b L.3.1.c L.3.1.d L.3.1.e L.3.1.f L.3.1.g L.3.1.h L.3.1.i		1 2 3
7. The student will edit a piece of writing for standard conventions.		W.2.D.3 W.2.E.3.f W.1.A.3.d	1.8 2.1 2.2	W.3.5 L.3.2.a L.3.2.c L.3.2.d L.3.2.e L.3.2.f L.3.2.g		1 2 3
8. The student will revise a piece of writing for strong word choice and phrases for effect.		W.2.D.3	2.1	L.3.3.a		1 2 3

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<p>9. The student will use grade-appropriate signal, general academic (Tier 2) and domain specific (Tier 3) words and phrases in both writing and speaking.</p>		<p>R.1.E.3.a R.1.E.3.b R.1.E.3.c R.1.E.3.d R.1.E.3.e W.2.D.3</p>	<p>1.5 1.6 2.1</p>	<p>L.3.6</p>		<p>2</p>
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>ASSESSMENT DESCRIPTION*: Formative Assessment 1_Peer/Group Assessments-Checklist for Editing- http://www.readwritethink.org (Grades 3-5 Peer Review), Cooperative Peer/Group Scoring Guide</p> <p>ASSESSMENT DESCRIPTION*: Formative Assessment 2_Student Self Assessments Monitoring My Writing Process Checklist</p> <p>ASSESSMENT DESCRIPTION*: Formative Assessment 3_Student Self Assessments The Five Parts to Reading Like a Writer Journal Entry</p> <p>ASSESSMENT DESCRIPTION*: Formative Assessment 4_Teacher Observation and Conferencing Anecdotal Notes Writing Checklist (Scaffolding Young Writers), Appendix B by Linda Dorn and Carla Soffos</p> <p>ASSESSMENT DESCRIPTION*: Formative Assessment 5_Student Completion of Graphic Organizers, Brainstorming organizer (webbing, timeline, graphic organizer)</p> <p>ASSESSMENT DESCRIPTION*: Summative Assessment - 3rd Grade Narrative Writing/Scoring Guide, www.dese.mo.gov/divimprove/assess/Released_Items/.../cascoreing.pdf</p> <p>ASSESSMENT DESCRIPTION*: Summative Assessment - What I Learned About Being A Writer Self Assessment Chart/Scoring Guide</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>						
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>					
<p>1</p>	<p>1. Gathering Ideas for a Narrative Piece</p>					
<p>2</p>	<p>The teacher will model through mini-lessons on some of the following examples: Procedural Mini-lessons, Making a Topic List, How to Get an Idea from a Mentor Text, How to Get an Idea From a Peer, Watermelon to Seed or Pizza to Slice Analogy</p>					

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4 9	<p>*This analogy compares the big ideas that students often try to write (Baseball) to a small moment within the big idea (When My Brother Helped me Throw a Slider). This can be done with the watermelon to seed analogy or whole pizza to a slice analogy.</p> <p>The teacher will provide sentence stems (My Trip to..., My Best Friend and I ..., The Day I Got My Pet ...) to support students with ideas for narratives.</p> <p>The teacher will read aloud Mentor Texts that spark personal narrative ideas (see bibliography for possible suggestions).</p> <p>*Mentor Texts - Everything we know as writers, we know as readers first. The use of Mentor Texts are immersed throughout the unit to return to again and again to learn how to do what students may not yet be able to do on their own. Students are better writers when they notice what writers do.</p> <p>The teacher will structure opportunities for students to gather narrative ideas through their peers by the activity: Give One, Get One – Students pair up and read their narrative ideas. Their partners “Get One” idea from them and “Give One” idea to them and the partners switch</p> <p>The teacher will model the formative assessment, Monitoring My Writing Process Checklist, for students to complete daily at the end of each writer’s workshop.</p>
1 2 3 4 9	<p><i>2. Developing a Narrative Idea/Brainstorming</i></p> <p>The teacher will model through mini-lessons, student or adult writing samples on some of the following examples: Procedural Mini-lessons, Craft Mini-lessons, Making a timeline to tell a narrative story, <i>Tell It Across Your Fingers</i>, Using Mentor Texts to See a Developed Story beginning to end, Making a Movie in Your Mind, Visualizing, What do I want to really say?, Webbing, Using Mentor Texts, etc.</p> <p><i>Tell It Across Your Fingers</i> is a kinesthetic representation of the 5 key events in the student’s story told through beginning, middle and end using the thumb and fingers as a visual cue. (Lucy Calkins Units of Study for Writing, Grades K-2)</p> <p>The teacher will model the Comic Strip Narrative Structure for students to develop their chosen idea. (www.readwritethink.org – for graphic organizer)</p> <p>The teacher will read aloud mentor texts on memoirs (see bibliography for possible suggestions) to model narrative writing structures, author/character/narrator point of view (Pick a Part), Fishbowl Discussions, the sequence of how authors build upon earlier events using cubes</p> <p>Pick a Part/Fishbowl Discussions Point of View – Students will choose or be assigned a combination of characters, narrator,</p>

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	<p>and/or author (depending on your teaching point) to take the point of view while discussing the text. This small group will “perform” their discussion in the center of the room surrounded by the rest of the class watching (the small group is portrayed as the fish in the fishbowl while the others surrounding the fishbowl are the observers). The group may choose to script this process before the fishbowl.</p> <p>Using Cubes to Model How Authors Build Upon Earlier Events in the Story – Use building blocks or cubes to show how the author of a book or story builds meaning and how the events of the story build upon each other. Stack cubes when an event builds upon another and/or label the cube with the event. Revise periodically throughout the book.</p> <p>The teacher will confer with the students over their developing a writing idea around a mentor text during independent writing time. The teacher will ask questions like... In reference to mentor texts... How would you use this in your writing?, Can you imagine this working for you?</p>
1 2 4 9	<p>3. Drafting a Narrative Idea/First Draft</p> <p>The teacher will model through mini-lessons on some of the following examples: Procedural Mini-lessons, Craft Mini-lessons, Word Choice, Crafting a Lead, Crafting an Ending, How to Use Dialogue Effectively, Show-Don’t Tell (Showing Character Actions in writing) T chart, Changing general words to specific words, Using stronger parts of speech, Developing an event in the story, Narrative Structure</p> <p>Drafting Mini-lesson Ideas</p> <p>Dialogue -The teacher will use mentor texts and/or student examples (from other classes, internet, teacher created) to show dialogue in the narrative using the metaphor of SALT. Too much salt on food gives the person a bad taste in their mouth. Too little salt is bland and doesn’t appeal to the person either. Just the right amount of salt is perfect. Compare this to dialogue in writing. Show examples of all three concepts.</p> <p>Word Choice- The teacher will use mentor texts and/or student examples to show effective word use, the use of stronger parts of speech and Tier 2 specific or Tier 3 domain specific words. Teacher and students brainstorm appropriate word choice for the topic. Example: the student is writing about the soccer goal. Appropriate words to include in the writing would be soccer ball, goal, goalie, hat trick, dribble, pass etc. Use the mentor texts and/or writing samples to pull attention to those words.</p> <p>Word Choice – Student Thesaurus – Students can have a collection of categories of words (interesting, gross, scary, etc.) They add to this thesaurus whenever they come across a word that fits into their category.</p>

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	<p>The teacher will confer with the students over their draft writing during independent writing time. The teacher will ask questions like... Have you planned out your draft?, What is the focus of your piece? What is the heart of your story?, What are you working on today? How are you using your model text to help you write better?</p> <p>If students have questions while they are independently writing, there are several options that you can try. One is a <u>Question Cube</u>. This is a wooden cube with question marks on it to signal your help between conferences. Students are taught to continue to write while they wait. Another option is the <u>See 3 Before Me</u>! This is where students are taught to ask three peers their question before asking an adult.</p>
1	<p>4. Revising a Narrative Piece</p> <p>The teacher will model through mini-lessons with mentor texts and writing samples some of the following examples of revision: Procedural, literary/craft, writing effective leads and endings, word choice, DOVE Revision Checklist, TAG, 7up Sentences, 2 Stars and 1 Wish, See 3 Then Me, Peer Conference Gambit Cards, Revising with Scissors, Rereading narrative for a different purpose,</p> <p>Student Checklist - DOVE – D: DETAILS Did you develop your story with enough details? O: ORGANIZATION Have you organized your piece with a crafted lead, mighty middle and crafted end? V: VOICE Does your piece sound like you wrote it with your voice? E: EXACT WORDS Did you use specific words to the topic?</p> <p>Peer Conference Structure – TAG T: Tell the writer one thing that you liked. A: Ask a question of the writing. G: Give a suggestion to help clarify the writing.</p> <p>Peer Conference Structure – Peer Conference Gambit Cards – These are sentence stems to help students with the language of revision made from strips of paper for peers to draw when they are conferring together. (Examples include: I like the part where..., I would like to know more about..., What are you going to do next?..., What did you mean when you said ____?, What happened after____?, What are you trying to say?)</p> <p>Revising with Scissors – Students find a part of their narrative that they want to develop and cut their story into 2 parts, adding a piece of paper to the part where they want to add more details.</p> <p>Crafting a Lead/Ending – Teachers use mentor texts to find effective examples of leads. Students craft 3 different leads (use of question, emotion, surprise, etc...) and choose best lead for their narrative.</p> <p>The teacher will confer with students during independent writing time over possible revisions asking questions like...What kind</p>
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	of revisions have you made?, Have you tried out what we talked about today in the mini-lesson?, What kind of revisions have you already tried?, Why did you pick these places to stretch?, What do you mean by...?, Could you say more about that?
1	5. Editing A Narrative Piece
4	The teacher will model through mini-lessons with mentor texts and writing samples some of the following examples of editing: Procedural, Conventions, COPS Editing Checklist, My Trial Spelling Page, Editing Proofmarks, Punctuation, Capitalization, Spelling,
5	
6	Student Checklist - COPS – C: Capitalization – Do you have correct capital letters? O: Omission – Did you remember a title? P: Punctuation – Did you use a variety of punctuation correctly? S: Spelling – Are your words spelled correctly?
7	Student Spelling Strategy – My Trial Spelling Page – graphic organizer that students can try different spellings of words to see what looks right and is the correct spelling
	The teacher will confer with students during independent writing time over editing strategies asking questions like...What editing have you already made?, Have you tried out what we talked about today in the mini-lesson?
1	6. Sharing a Narrative Piece/Celebration
4	The teacher will model through mini-lessons expectations for sharing their narrative piece with the intended audience. Some examples include: Author's Chair, Podium Share, Bookmaking, Bulletin Board Display, Peer Sharing, Group Sharing, Pen Pal Sharing, Buddy Share, One Stray Others Stay, Writer's Museum
9	One Stray Others Stay – In groups of 4, number yourself and #1 shares their piece of writing with the group. #1 moves clockwise to another group. #2 shares their piece of writing there and then moves to another group. #3 shares their piece of writing there and then moves to another group. #4 shares their piece of writing and then moves back to their home group. Anyone who hasn't shared a piece of writing will now share.
	Writer's Museum –Students are asked to bring in artifacts (pictures, objects etc.) about their narrative writing piece to display on their desks. Students will then travel from desk to desk reading the narrative writing pieces and commenting positive constructive remarks about each story on Post Its to leave for the author. Teachers often play soft music in the background. After a set amount of time, the authors return to their desks to read the feedback from peers and adults.
	Audio Recording –Students will record their self written stories through some audio recording device (example: power point, CD,

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	video camera, cassette tape, computer website, etc.) and use illustrations to enhance meaning for the audience.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1	1. <i>Gathering Ideas for a Narrative Piece</i>
2	Students will apply the mini-lesson concept modeled by the teacher into their own writing.
4	Students will discuss with their peers through structured discussion activities (Teacher Methods) some narrative story ideas to compile in their writer's notebooks. (Students complete Cooperative Peer/Group Scoring Guide for Writer's Workshop as the teacher decides.)
9	Students will gather ideas for a personal narrative and make lists in their writer's notebooks from memoirs read aloud by the teacher or read by the student.
	Students will choose at least 2 ideas from their lists as possible story ideas.
	Daily, students will complete the checklist, Monitoring My Writing Process Checklist, after each writer's workshop session.
1	2. <i>Developing a Narrative Idea/Brainstorming</i>
2	Students will apply the mini-lesson concept modeled by the teacher into their own writing.
3	Students will choose an idea to draft and Tell It Across Your Fingers to a peer/adult.
4	Students will complete the Comic Strip Narrative Structure graphic organizer to help add depth to their story idea.
9	Students will use a mentor text to role-play a character or narrator point of view through teacher directed activities.
	Students will confer with an adult or peers over their developed writing idea. (Students complete Cooperative Peer/Group Scoring Guide for Writer's Workshop as the teacher decides.)
	Daily, students will complete the checklist, Monitoring My Writing Process Checklist, after each writer's workshop session.
1	3. <i>Drafting a Narrative Idea/First Draft</i>

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2	Students will practice the mini-lesson concept within their own drafting of their narrative.
4	Students will brainstorm Tier 2 and Tier 3 word choices to use in personal narrative draft.
9	Students will produce a first draft narrative with a beginning, middle and end. Students will confer with peers and an adult over their narrative first draft. (Students complete Cooperative Peer/Group Scoring Guide for Writer’s Workshop as the teacher decides.) Daily, students will complete the checklist, Monitoring My Writing Process Checklist, after each writer’s workshop session. Students will complete the formative assessment, The Five Parts to Reading Like a Writer Journal Entry, on Mentor Texts.
1	<i>4. Revising a Narrative Piece</i>
2	Students will apply and practice the mini-lesson concept modeled by the teacher into their own writing.
4	Students will use mentor texts, peers, or adults to get ideas for revising their writing.
5	Students will reread their narrative piece for a different purpose (clarity, best writing, sound, word choice) and make appropriate revisions to their narrative writing piece.
8	Students will confer with the teacher and/or peers over their revisions in their narrative first draft. (Students complete Cooperative Peer/Group Scoring Guide for Writer’s Workshop as the teacher decides.)
9	Students will craft an effective lead and ending for their writing piece. Daily, students will complete the checklist, Monitoring My Writing Process Checklist, after each writer’s workshop session.
1	<i>5. Editing A Narrative Piece</i>
4	Students will apply and practice the mini-lesson concept by editing their narrative writing piece.
5	Students will reread their narrative piece for a different purpose (example: capitalization, punctuation, spelling etc.)
6	Students will use mentor texts and peers to get ideas for improving their writing through editing.

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7	<p>Students will confer with the teacher and/or peers over their editing in their narrative first draft. (Students complete Cooperative Peer/Group Scoring Guide for Writer’s Workshop as the teacher decides.)</p> <p>Daily, students will complete the checklist, Monitoring My Writing Process Checklist, after each writer’s workshop session.</p>
1 4 9	<p>6. <i>Sharing a Narrative Piece/Celebration</i></p> <p>Students will apply and practice the mini-lesson concept modeled by the teacher into their own writing.</p> <p>Students will participate in the sharing format the teacher has chosen.</p> <p>Students will record their story in a format provided by the teacher and provide visual displays to enhance understanding.</p> <p>Students will use the 3rd grade scoring guide for narrative writing to assess their personal narrative.</p> <p>Daily, students will complete the checklist, Monitoring My Writing Process Checklist, after each writer’s workshop session.</p>
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p><u>www.readwritethink.org</u> (lesson plans/graphic organizers)</p> <p><u>www.successlink.org</u> (lesson plans/graphic organizers)</p> <p><u>www.scholastic.com</u> (lesson plans/graphic organizers)</p> <p><u>http://readingandwritingproject.com</u> ; <u>www.heinemann.com</u> (Lucy Calkins Units of Study and A Curricular Plan for Grade 3 by Lucy Calkins)</p> <p><u>http://www.scholastic.com/teachers/article/collateral_resources/pdf/l/lessonrepro_reproducibles_profbooks_red_tr_c03s03_assesstool.pdf</u> (descriptions of a variety of formative and summative assessments for writing)</p> <p><u>www.dese.mo.gov/divimprove/assess/Released_Items/.../cascore.pdf</u> (narrative writing scoring guide Grade 3)</p> <p>Professional Books:</p> <p>Units of Study for Teaching Writing Grades 3-5 by Lucy Calkins</p>	

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One to One: The Art of Conferring with Young Writers by Lucy Calkins

The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts) by Lester Laminack and Katie Wood Ray

Reading Aloud Across the Curriculum by Lester Laminack and Reba M. Wadsworth

Cracking Open the Author's Craft – Teaching the Art of Writing by Lester Laminack

The Continuum of Literacy Learning, Grades 3-8, A Guide to Teaching by Fountas and Pinnell

Guiding Reading and Writers, Grade 3-6 – Teaching Comprehension, Genre and Content Literacy by Fountas and Pinnell

Boy Writers – Reclaiming Their Voices by Ralph Fletcher

Craft Lessons Teaching Writing K-8 by Ralph Fletcher

Snapshots – Literacy Mini-lessons Up Close by Linda Hoyt

The Revision Toolbox – Teaching Techniques That Work by Georgia Heard

Writing Essentials – Raising Expectations and Results While Simplifying Teaching by Reggie Routman

How's It Going? A Practical Guide to Conferring with Student Writers by Carl Anderson

Scaffolding Young Writers – A Writer's Workshop Approach by Linda Dorn and Carla Soffos

Mentor Texts – Teaching Writing Through Children's Literature K-6 by Lynne R. Dorfman and Rose Cappelli

Personal Narrative Trade Books by Author: *To ensure appropriate rigor in selections made for grade 3, teachers should refer to Appendix A of the Core Academic Standards, Pages 4-16 and select books according to the three part model described in the Appendix.*

Patricia Polacco: My Rotten Red-Headed Older Brother, Thunder Cake, Thank You Mr. Falker, Chicken Sunday, The Bee Tree, The Keeping Quilt

Lester Laminack: Saturdays and Teacakes

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Cynthia Rylant: When I Was Young in the Mountains, The Relatives Came

Eve Bunting: The Wall, Wednesday Surprise

Other Personal Narrative Trade Books:

Owl Moon by Jane Yolen, Bigmama's by Donald Crews, Shortcut by Donald Crews, When I Was Little by Jamie Lee Curtis, Fireflies by Julie Brinckloe, The Raft by Jim LaMarache, Salt Hands by Jane Chelsea Aragon

Books on Teaching Conventions:

Ruth Heller: A Cache of Jewels; Merry-Go-Round; Many Luscious Lollipops; Kites Sail High

Lynne Truss - Eats, Shoots and Leaves (Commas); Twenty-Odd Ducks (Punctuation); The Girl's Like Spaghetti (Apostrophes)

Brian P Cleary – Hairy, Scary, Ordinary: What is an Adjective? ; A Mink, a Fink, A Skating Rink: What is a Noun? ; To Root, to Toot, to Parachute: What is a Verb?